Tutor Time Charter School - Chandler

Peach Springs Unified District
4970 W. Ray Road, Chandler, AZ 85226

Administrator: Dr. Leonora Farrah

Schedule: 6:30 AM to 6:30 PM

Web Address: Unpublished or Unavailable

E-mail: Unpublished or Unavailable

Grades: K-3

2001 Enrollment: 53

Phone: (480) 833-6700

Fax: (480) 838-6764

∨ School Overview ∨

Mission

Tutor Time Charter Schools offer a World Class Education. Our purpose is to prepare all students for success in their future and to ensure they are as well-educated as any in the world. We believe that all students have talents to develop academic and creative potential, acquire greater confidence as independent learners and strenghten their thinking skills without a loss of enthusiasm for learning.

Organization and Philosophy

w Basic Skills Plus

w Higher Standards

w Learn by Doing

w School/Family Community Involvement

Instructional Programs

w Communication/Language Arts

w School-to-Career and Life Skills

w Technical Education

w The Arts (Visual, Theatre and Music)

w Health and Fitness

w Mathematics

w Science

w Social Studies/Spanish

School/Academic Goals

w We will use classroom and instructional strategies that support and promote student learning to attain student standards. Our progress will be defined against measurable performance data and community profiles.

w We will create a school environment that promotes learning and will hold high expectations for students, teachers and administrators. These expectations will be communicated to everyone in the community.

w We will involve everyone in ongoing staff development that focuses on student standards and school improvement. We will do this by providing an environment that encourages frequent talk and opportunity for teachers to practice new skills.

w We will establish partnerships with our constituents (parents, families, businesses and other community members). We will work to create various types of involvement that promote a variety of opportunities for school and community to work together.

Enrollment

October 1, 2000 School Year Student Enrollment:	63
Accepting New Students in 2001-02 Under Open Enrollment Law[1]:	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	60

[1] Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

NDS = No Data Submitted   NR = No Response   NA = Not Applicable   ISD = Insufficient Data to Calculate Rate

∨ **School Site Council** ∨

—————— **Council Composition** —————— ———— **Council Duties** ————

0 School Administrator(s)
0 Non-certified Employee(s)
0 Teacher(s)
0 Parent(s)
0 Community Member(s)
0 Student(s)

∨ **Staffing Information** ∨

———— **School administration and instruction for school year 2001-02 are provided by:** ————

Position	Number	Position	Number
Administrator	1.00	**Teacher**	2.00
Other Professional Staff	1.00	**Teacher Aide**	1.00

———— **Educational Attainment by Years of Teaching Experience of Current Teaching Staff** ————

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

∨ **Shared Responsibilities** ∨

———————————— **School** ————————————

Our school is responsible for building quality into the system of teaching and learning. We must create learning opportunities that connect with students' other real-life experiences. We must work with students to constantly fine tune students' learning profiles and work processes so that concepts are learned with greater and greater mastery. We must always encourage and nurture two-way communication between home and school.

———————————— **Parents** ————————————

It is the responsibility of parents and families to help students and teachers build quality into their learning by emphasizing children's long-term learning processes, not just grades and other short-term indicators of learning programs. Parents should have an opportunity to use voice and vote to support systems and processes of continuous learning for everyone in our community and combine their efforts with other people to help build a community of learners.

∨ **Transportation Policy** ∨

We do not provide transportation.

∨ **Calendar Information** ∨

Number of Instruction Days: 176   **First Day of School:**   8/15/01

Average Daily Instruction Time: 6   hrs.   30 min.   **Last Day of School:**   5/24/02

Operates on Traditional Schedule

─── **Report Card Release Dates** ───

11/16/01   2/15/02   5/24/02

─── **Additional Calendar/Report Card Information** ───

Our school is on a trimester period, 55-60 days per trimester. Report cards are sent home three times per year. Student Learner Profile conferences are scheduled three times per year.

∨ **Resources Available at School Site** ∨

─── **Nutrition Programs** ───

Federal food programs available to eligible[2] students:

Breakfast - No   Lunch - No   Summer Food - No

[2] Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

─── **Special Facilities** ───

W   Village - Special Play Area   W   Preschool Classrooms

─── **Extracurricular Activities** ───

W   Extended-day Programs   W   Enrichment Kindergarten Program

W   Afterschool Sports Activities

─── **School/Community Resources** ───

W   Dotsafe - Donation of Technology   W   Public Library

W   Community Resource Center   W   Parks and Recreation

∨ **Indicators of Success** ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

w NDS

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	91.4 %	94.8 %	93.5 %	94.2 %
Transfers Out [3]	30.6 %	16.2 %	16.0 %	20.6 %
Transfers In [4]**: Within District**	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In [4]**: Out-of-District**	4.1 %	6.3 %	5.9 %	7.9 %
Promotion Rate [5]	100.0 %	98.7 %	98.1 %	94.2 %
Retention Rate [6]	0.0 %	1.3 %	1.9 %	5.4 %
Dropout Rate [7]	NA			11.1 %
Status Unknown [8]	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

[3] Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

[4] Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

[5] Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

[6] Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

[7] Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

[8] Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

∨ **School Honors** ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
NDS	

∨ **Academic Achievement Indicators** ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results[1], 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	**School**	**	**	**	**	**	**
	State	60969	521	11%	18%	44%	27%
Writing	**School**	**	**	**	**	**	**
	State	59929	535	12%	13%	62%	13%
Mathematics	**School**	**	**	**	**	**	**
	State	61089	510	14%	29%	34%	23%

Legend

MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.

FFB - Percent of students who Fell Far Below the standard

A - Percent of students who Approached the standard

M - Percent of students who Met the standard

E - Percent of students who Exceeded the standard

[1]Results reflect student performance on the English form of AIMS.

[2]Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

**Items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ **Mathematics Education and AIMS** ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS**.

∨ **Academic Achievement Indicators** ∨

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997 %	Score	AZ	1997-1998 %	Score	AZ	1998-1999 %	Score	AZ	1999-2000 %	Score	AZ	2000-2001 %	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	--	--	60
2	Reading	--	--	--	--	--	--	--	--	50	--	--	52	--	--	53
	Language	--	--	--	--	--	--	--	--	40	--	--	43	--	--	44
	Mathematics	--	--	--	--	--	--	--	--	51	--	--	55	--	--	57
3	Reading	--	--	44	--	--	47	--	--	47	--	--	48	--	--	50
	Language	--	--	45	--	--	49	--	--	51	--	--	54	--	--	56
	Mathematics	--	--	41	--	--	46	--	--	49	--	--	52	--	--	54

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine[9] or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

[9] Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	***	*
Grades 3-4	***	***

*Less than 10 students matched   **No information available   ***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

We have a safe and supportive school and maintain a strong emphasis on school as a place for learning. We have a set of consistent rules aligned with school goals and policies that provide for the safety of students while being flexible enough to support learning. We limit access to our buildings to parents who have children enrolled in our school. All visitors must wait outside the building until a staff member allows them to enter the building. Every classroom is equipped with a video camera.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ **Per Pupil and School Expenditures for the 1999-2000 School Year** ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures-All Categories 1999-2000	NDS	NDS

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.
* Based upon 1999-2000 Average Daily Membership (ADM).
  (School Expenditures divided by ADM)
**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ **Classroom Enhancement Funds 2000-01** ∨

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes,* a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder $0.00 [$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement*

NDS

* Information is self-reported by the district and is unaudited.

∨ **Contacts** ∨

	Name	Phone	Extension
School Site Council	NDS		
Transportation Policy	NDS		
Community Resources	NDS		
School Nutrition Programs	NDS		
Parent Organization	NDS		
Student Health/Nurse	NDS		